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ABSTRACT

This document comprises a report on The Language Development Project during the first half of the 1969-70 school year. It contains sections on the background of the project; its organization, staff training, and activities; materials used in the project; evaluation; and plans for the Spring term. Appended are various schedules for teacher training workshops, visitations, and monthly meetings, agendas for workshops and the Winter Leadership Conference, and several memoranda and forms that were sent out during the Fall term. See related documents AL 002 352 and 353. (DO)

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THE LANGUAGE DEVELOPMENT PROJECT

A Pilot Study in Language Learning

A New York State Urban Aid Project

MID-YEAR REPORT

January 31, 1970

Dr. Nathan Brown, Acting Superintendent of Schools

Miss Theresa G. Rakow, Assistant Superintendent

Eugene C. Gibney, Project Director

Board of Education of the City of New York

AL 002 354

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BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

LANGUAGE DEVELOPMENT PROJECT

MID-YEAR REPORT
January 31, 1970

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BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

LANGUAGE DEVELOPMENT PROJECT

This project is being developed in cooperation with Southwest Educational Development Laboratory, Austin, Texas. Financial support for the project is received through Urban Education Funds, New York State Department of Education.

Mid-Year Report, January 31, 1970

Dr. Nathan Brown, Acting Superintendent of Schools
Miss Theresa G. Rakow, Assistant Superintendent
Eugene C. Gibney, Project Director

1. PROJECT BACKGROUND AND DESCRIPTION

1.1 The Language Development Project, initiated with approximately 800 kindergarten and first-grade pupils in four New York City schools in September, 1967, is designed to provide assistance to disadvantaged children who are learning English as a second language or who use non-standard speech patterns. The schools in the project the first year were as follows: Manhattan - PS 96, PS 102, PS 180; Bronx - PS 5.

Last year, the project was expanded to five schools in Brooklyn, namely, PS 19, PS 17, PS 396, PS 175 and PS 156. It was also extended to the second grade in the Manhattan and Bronx schools in the project. Approximately 2700 children and 90 teachers were involved in the project during 1968-69.

This year the project was extended into the third grade in Manhattan and the second grade in Brooklyn. The school year began with the following schools involved: PS 102M, PS 180M, PS 96M, PS 17K, PS 19K, PS 396K, PS 175K and PS 156K. Approximately 3000 pupils and 99 teachers were being serviced in September, 1969, in eight schools.

1.2 Materials and special teaching techniques used in the project were originally developed at the Southwest Educational Development Laboratory for use with English as a second language learners in San Antonio, Texas, as a result of partial support by the United States Office of Education.

1.3 SEDL materials in the areas of Self-Concept and Science have been purchased from the Laboratory and were used in the project in New York City. Designated classes in selected schools used these materials in both English and Spanish.

The SEDL reading program has been introduced in three of the project schools. PS 396K and PS 156K are using the reading of

English only. PS 102M will use the bilingual approach beginning in February, 1970.

Each of the Spanish teachers teach at least one class in the reading of Spanish in her/his school.

1.4 Children used the special language development material in self-concept and science on a daily basis for the time designated below. These time blocks were divided to meet children's attention spans.

Kindergarten pupils. . . . . .40 minutes a day
Grades 1 and 2. . . . . 50 minutes a day

In addition, the pupils receive assistance in language development during their other instructional time.

1.5 An orientation program was held for teachers and supervisors outside regular school hours in order to acquaint them with the methodology of the program. Communications to teachers were sent through the principal and his School Coordinator. The Coordinator was supplied with copies of the workshop agendas and materials in order that both he and the principal were informed as to the progress of the project. The Demonstration Teachers and Spanish-speaking Teachers also worked closely with the administrator of the school. Principals, coordinators and district superintendents were invited to all workshop sessions. Several of the principals in the project visited schools in the Texas project during 1967-68; three principals visited during January, 1969.

1.6 <u>Objectives</u>

1.6.1 To promote the language development of selected children from Puerto Rico learning English as a second language and of other children having non-standard English speech patterns.

1.6.2 To train selected teachers and supervisors in the principles of language development and in the use of special materials as developed in the program of the Southwest Educational Development Laboratory.

1.6.3 To train teachers and supervisors in the project in the application of linguistic principles in order to promote the language development of children.

1.6.4 To provide guidelines for use by teachers and supervisors in New York City and New York State for meeting the language development needs of disadvantaged children.

1.6.5 To involve parents, community people and college staff in selected aspects of the program.

1.6.6 To explore and study special psychological and sociological insights that may be helpful to teachers of disadvantaged children.

1.6.7 To explore the effects of learning Spanish on the pupil's ability to read and understand English.

2. ORGANIZATION

2.1 Schools in the Project

Total - 8 schools - 99 classes (K-3)

Borough	School	Classes	Grade	Project Coordinator	Spanish-Speaking Teacher
Brooklyn (5 schools)	156	3	2	Naomi Spielvogel	
		5	1	Naomi Spielvogel	
		3	K	Naomi Spielvogel	
	175	4	2	Naomi Spielvogel	
		4	1	Naomi Spielvogel	
	396	6	2	Bruce Landau	
		3	1	Bruce Landau	
	19	4	2	Helen Spevack	Arthur Nieves
		6	1	Helen Spevack	Maria Gonzales
	17	6	2	Helen Spevack	Filomena Fonte
		4	1	Helen Spevack	Gladys Ramirez
Manhattan (3 schools)	102	4	3	Aida Mora	Isabel Velez
		4	2	Aida Mora	Carmen Abreu
		4	1	Aida Mora	
		2	K	Aida Mora	
	96	5	3	Eleanor Mackelduff	
		5	2	Eleanor Mackelduff	
		6	1	Aida Mora	Juanita Aviles
		3	K	Eleanor Mackelduff	
	180	6	3	Eleanor Mackelduff	
		6	2	Eleanor Mackelduff	
		6	1	Eleanor Mackelduff	

2.2 Project Staff

2.2.1 Assistant Superintendent Supervising Project

2.2.1.1 Miss Theresa G. Rakow, Assistant Superintendent

2.2.2 Project Director

2.2.2.1 Mr. Eugene C. Gibney

2.2.3 Project Coordinators

2.2.3.1 Mrs. Aida Mora (6 years teaching experience, Bilingual, English and Spanish) - License-Common Branches, Regularly Appointed

2.2.3.2 Mrs. Helen Spevack (22 years teaching experience) - License-Common Branches, Regularly Appointed

2.2.3.3 Mrs. Eleanor Mackelduff (2 years teaching experience in San Antonio, Texas, using the approaches and materials developed by SEDL) - License-Common Branches, Substitute Appointment

2.2.3.4 Mrs. Naomi Spielvogel (3 years teaching experience) - License-Common Branches, Regularly appointed

2.2.3.5 Mr. Bruce Landau (1 year of teaching experience) - License-Common Branches, Regularly Appointed

2.2.4 Spanish-Speaking Teachers

2.2.4.1 Miss Isabel Velez (4½ years teaching experience in Puerto Rico; 1 year exchange program in New Jersey; 1 year exchange program in New York; 1 year bi-lingual teacher in New York and 1 year Spanish-speaking teacher with the project) - License-Bilingual Teacher in School and Community Relations, Regularly Appointed; M.A. in Spanish, N.Y.U.

2.2.4.2 Mr. Arthur Nieves (second year of teaching; Spanish Major, Columbia University; License-Common Branches, Regularly Appointed

2.2.4.3 Miss Filomena Fonte (fourth year of teaching; M.A. from N.Y.U.; field of teaching Spanish on Elementary School Level (FLES); License-Early Childhood Education, Regularly Appointed

2.2.4.4 Mrs. Maria Gonzales (one term of teaching with the project); B.A. Hunter College; French Major, Italian Minor, Education, Taught French in Puerto Rico, Elementary, Second Grade Teacher; License-Common Branches, Regularly Appointed

2.2.4.5 Miss Carmen Abreu (3½ years teaching experience in Puerto Rico; one term with Project); License-Bilingual Teacher in School and Community Relations, Substitute Appointment

2.2.4.6 Miss Juanita Aviles (5 years teaching experience in Puerto Rico; one term with the Project); License-Bilingual Teacher in School and Community Relations, Substitute Appointment

2.2.4.7 Miss Gladys Ramirez (5 years teaching experience in Puerto Rico; one term with the Project); License-Bilingual Teacher in School and Community Relations, Substitute Appointment

2.3 School Staff in Project

2.3.1 Manhattan

PS 96M - 216 East 120th Street, New York, N. Y. 10035
Mr. Martin W. Frey, District Superintendent
Mr. Charles Miras, Principal
Mrs. Eleanor Mackelduff, Project Coordinator
Miss Juanita Aviles, Spanish Teacher

Kindergarten - Mrs. Lee Klein
Mrs. Anne Reed

Grade 1 - Mrs. Mabel Halpern
Mrs. Yvonne Cohen
Mrs. Margaret Foudy
Mrs. Lois Forman
Mr. Linn Malkin

Grade 2 - Mrs. Carol Soslowitz
Mrs. Madeline Pannell
Miss Aileen Eustace
Mr. David Groesbeck

Grade 3 - Mrs. Elizabeth Sabini
Miss Carol Newell
Mrs. Janet Lewis
Miss Rochelle Zimmerman

PS 180M - 370 West 120th Street, New York, N. Y. 10027
Dr. Seymour Gang, District Superintendent
Mr. Max Weinstein, Principal
Mrs. Gloria McKenney, Assistant Principal, Grades land2
Mrs. Celia Marmar, Assistant Principal, Grade 3
Mrs. Eleanor Mackelduff, Project Coordinator

Grade 1 - Miss Nancy Daly
Miss Barbara Danon
Miss Winette Glasgow
Miss Barbara Dyer
Miss Jean Gottfried

Grade 2 - Mrs. Sylvia Simon
Miss Constance Tom
Miss Marguerite Siebenhoven
Miss Erica Goldman
Miss Dorothea Beach

Grade 3 - Mrs. Linda Amsterdam
Mr. Daniel Brent
Miss Sandra Holt
Mrs. Dorothy Milcetic
Mrs. Jean Branch

PS 102M - 315 East 113th Street, New York, N. Y. 10029
Mr. Martin W. Frey, District Superintendent
Mrs. Bernice M. Peebles, Principal
Mrs. Aida Mora, Project Coordinator
Miss Isabel Velez, Spanish Teacher
Miss Carmen Abreu, Spanish Teacher

Kindergarten-Mrs. Margaret Gerber
Miss Gloria Gupton

Grade 1 - Mrs. Cheryl Subkoff
Mrs. Geraldine Kosta
Mr. Eugene Meyers
Mrs. Irene Billips

Grade 2 - Mrs. Andrea Lopardi
Miss Margaret Cicileo
Mrs. Louise Vertes
Miss Carol Steinberg

Grade 3 - Miss Josephine Sorgie
Mrs. Joan Graburn
Mrs. Myra Hutchinson
Mrs. Marelen Small

PS 19K - 325 South 3rd Street, Brooklyn, New York 11211
Mr. Ralph Brande, District Superintendent
Mr. Harry Levine, Principal
Mrs. Lee Goldberg, Assistant Principal
Mrs. Helen Spevack, Project Coordinator
Mr. Arthur Nieves, Spanish Teacher
Mrs. Maria Gonzales, Spanish Teacher

Grade 1 - Mrs. Marsha Samberg
Miss Geraldine Gaudiosi
Miss Carole Rabinowitz
Mrs. Catherine Todd
Miss Susan Wishnewitz
Miss Sharon Langer
Miss Rosalie Schwartz

Grade 2 - Miss Phyllis Bromberg
Mrs. Toby Cohen
Miss Catherine Cirrito
Mrs. Rochelle Rohin
Mrs. Victoria Walters
Miss Ellen Kapiloff

PS 17K - 208 North 5th Street, Brooklyn, New York 11211
Mr. Ralph Brande, District Superintendent
Dr. Harold Simon, Principal
Mrs. Helen Maiwald, Assistant Principal
Mrs. Helen Spevack, Project Coordinator
Miss Filomena Fonte, Spanish Teacher
Miss Gladys Ramirez, Spanish Teacher

Grade 1 - Mrs. Evelyn Springer
Mrs. Vesper M. Kydd
Miss Rosemary Rafter
Mrs. Ellen Natelli

Grade 2 - Miss Linda Katz
Miss Amy L. Silverberg
Miss Carolyn Bernback
Mrs. Gail Newman
Miss Susan Schustek
Miss Margaret Bruton

PS 175K - 226 Bristol Street, Brooklyn, New York 11212
Mr. Saul I. Siegal, District Superintendent
Mr. Abraham Bompey, Principal
Miss Iris Cohen, Coordinator
Mrs. Naomi Spielvogel, Project Coordinator

Grade 1 - Mrs. Vincenza Ercole
Mr. David Krupp
Mr. Paul Altneu
Mrs. Penny Ruderman

Grade 2 - Miss Evelyn Kronenfeld
Miss Ann Einsidler
Mrs. Gae Leder
Miss Jacqueline Lindenbaum

PS 396K - 110 Chester Street, Brooklyn, New York 11212
Mr. Saul I. Siegal, District Superintendent
Mr. David Marcus, Principal
Mr. Harvey Weil, Assistant Principal
Mr. Bruce Landau, Project Coordinator

Grade 1 - Mrs. Rochelle Friedman
Miss Rochelle Sanders
Miss Marilyn Morgenlander
Mrs. Marcia Shupnick
Mrs. Rochelle Saffer
Mrs. Suzanne Reich

Grade 2 - Mrs. Carol Saposnick
Miss Elaine Flamm
Miss Arlene Rice
Miss Susan Posner
Mrs. Carol A. Weisent
Mrs. Sheryl Hecht

PS 156K - 104 Sutter Avenue, Brooklyn, New York 11212
Mr. Saul I. Siegal, District Superintendent
Mr. Robert Gofter, Principal
Mrs. Gladys Galamison, Coordinator
Mrs. Naomi Spielvogel, Project Coordinator

Kindergarten - Mrs. Edith Rappaport
Miss Joan Cohen
Mrs. Karen Levine

Grade 1 - Mrs. Hilda Dubois
Mrs. Edith Goldner
Mrs. Phyllis Holmes
Mrs. Joan Gallo
Miss Lucille Santoro
Mrs. Lynell Ransom

Grade 2 - Miss Elaine Cohen
Miss Gail Bush
Mrs. Toby Diskind

2.4 Evaluation Staff Assigned to the Project

Dr. Philip Bolger, Research Associate,
Bureau of Educational Research

Mr. Raymond Sullivan, Research Trainee

Dr. Robert Randall, SEDL Consultant

2.5 Advisory Staff

Southwest Educational Development Laboratory

Mrs. Hercilia Toscano, Supervisor

3. STAFF TRAINING AND ACTIVITIES - 1969-70

3.1 Summer 1969 Program, Texas

3.1.1 Project Director

The Project Director, Eugene C. Gibney, participated in Leadership Training Conference at the Southwest Educational Development Laboratory, Austin, Texas, for a four-week period in July, 1969.

3.1.2 Miss Filomena Fonte and Miss Isabel Velez, Spanish Teachers, attended the Writing Workshop at Austin, Texas, and revised both English and Spanish materials during the month of July, 1969.

3.2 Teacher-Supervisory Training Program, New York City

3.2.1 A Five-Day Institute, September 10-16, 1969, for Project Coordinators and Spanish-Speaking Teachers was held at 110 Livingston Street, Brooklyn, New York, under the supervision of the Director. Agendas for each day's activities are attached to this report. Information gained during the summer by the Director, Miss Fonte and Miss Velez formed a basis for the Institute.

3.2.2 Mrs. Naomi Spielvogel was recruited from PS 156K and Mr. Bruce Landau from PS 396K as Project Coordinators. They received orientation from the Director and training in the schools was arranged for a two-week period. Mrs. Aida Mora and Mrs. Eleanor Mackelduff were the resource people who provided in-the-field training and guidance.

Miss Carmen Abreu, Miss Juanita Aviles and Miss Gladys Ramirez were recruited to replace three other Spanish-speaking teachers who left the project for various reasons before activities began in the school. These teachers were given orientation, materials and training individually. They observed and practiced language development techniques with two resource people, Miss Isabel Velez and Miss Filomena Fonte. After two weeks of intensive training, they were assigned classes on a regular basis and continued training through workshops held in the schools.

3.2.3 Arrangements were made by the Director for training sessions to be given by Mrs. Hercilia Toscano, consultant from SEDL. She gave demonstrations in all schools, attended conferences and worked with video tapes.

Her visits to New York took place as follows:

September 25 and 26, 1969

October 27, 28, 29, 30, 31, 1969 - Demonstration

November 19, 20, 21, 1969 - Visitation

January 12, 13, 1970 - Conference and Video Tape

3.2.4 Meetings with Supervisors and Administrators of the Schools

Meetings with the supervisors in the pilot schools were held. The Director also visited all control schools.

Meetings with Administration of the Schools

September 18, 1969	PS 19K, PS 17K, PS 122K, PS 175K
September 19, 1969	PS 102M, PS 96M, PS 180M, PS 78M
September 23, 1969	PS 396K, PS 156K
October 1, 1969	PS 178K
October 14, 1969	PS 156K, PS 396K
October 16, 1969	PS 19K, PS 17K
October 21, 1969	PS 175K, PS 396K
October 22, 1969	PS 180M
October 23, 1969	PS 102M
October 30, 1969	PS 17K
October 31, 1969	PS 156K, PS 175K
November 6, 1969	PS 180M
November 12, 1969	PS 96M
November 13, 1969	PS 17K
November 24, 1969	PS 396K
December 16, 1969	PS 396K
December 17, 1969	PS 96M
December 18, 1969	PS 180M
December 22, 1969	PS 102M
January 7, 1970	PS 180M
January 14, 1970	PS 102M
January 27, 1970	PS 396K, PS 156K
January 28, 1970	PS 180M

3.2.5 Visitation and Observation Record

Visitations and observations were made formally during November, 1969. The schedule for this activity may be found in the appendix. The results of the observations were positive and favorable. Ample teacher growth in the use of language techniques and SEDL materials was noted.

3.2.6 Visitation to Texas

December 1-5, 1969
- Visiting Team - Mr. Eugene C. Gibney, Director
  Mrs. Eleanor Mackelduff, Project Coordinator
  Mrs. Naomi Spielvogel, Project Coordinator
- Activities -
  - Observations and Conferences in Carvajal School, San Antonio, Texas
  - Observations and Conferences in McAllen, Texas
- Other Participants -
  - SEDL staff
  - Carvajal School Staff
  - Cutler-Orosi, California, Site Staff

January 19-23, 1970
- Visiting Team - Mr. Eugene C. Gibney, Director
  Mrs. Aida Mora, Project Coordinator
  Mrs. Helen Spevack, Project Coordinator
  Mr. Bruce Landau, Project Coordinator
  Mr. Arthur Nieves, Spanish teacher
  Miss Carmen Abreu, Spanish teacher
- Activities -
  - Observation and Conference in San Diego Elementary School, San Diego, Texas
  - Observation and Conference in Central Elementary School, McAllen, Texas
- Other Participants -
  - Dr. Elizabeth Ott, Director of Staff Development, SEDL
  - Dr. Theodore Andersson, Director of Language/Bilingual Development, SEDL
  - Dr. Ricardo Cornejo
  - Mr. Earl Martin
  - SEDL Supervisors, Mrs. Hercilia Toscano
    Mrs. Sylvia Sutton
    Mrs. Cynthia Love
    Mrs. Ginger Terrell
  - Louisiana Site Staff
  - Los Angeles, California, Site Staff
  - San Antonio, Texas, Staff
  - McAllen, Texas, Staff
  - San Diego, Texas, Staff

3.2.7 Classroom Assistance

During the fall term, the project coordinators devoted most of their time to working directly in the classrooms. Samples of their time schedules are attached. They gave demonstration lessons, utilizing language development techniques, such as modeling and drill management, while the classroom teacher observed. Later, this was reversed, and the classroom teacher demonstrated their abilities. Individual and group conferences were held informally during the school day.

Materials of instruction were supplied to every teacher by the Director. Workshops were conducted in each of the schools by the Director, at which time rationale and techniques were explained and discussed. Video tapes were also utilized and Guided Self Analysis introduced.

3.2.8 Listing of Workshops

October 2, 1969 -	PS 19K	8:40-10:15 AM	#1
	PS 17K	10:30 AM	1
		1:15 PM	1
October 7, 1969 -	PS 396K	Noon	1
	PS 175K	3:15 PM	1
October 8, 1969 -	PS 180M	9:40 AM	1
		10:20 AM	1
	PS 96M	Noon	1
October 9, 1969 -	PS 102M	Noon	1
October 14, 1969 -	PS 396K	11:15 AM	2
	PS 156K	3:15 PM	1
October 16, 1969 -	PS 19K	8:40-10:15 AM	2
	PS 17K	11:15 AM	2
		1:15 AM	
October 21, 1969 -	PS 396K	11:15 AM	3
	PS 175K	3:15 PM	2
October 22, 1969 -	PS 180M	9:40 AM	2
	PS 96M	Noon	2
October 23, 1969 -	PS 102M	Noon	2
October 28, 1969 -	PS 156K	3:15 PM	2
October 30, 1969 -	PS 19K	8:40-10:15 AM	3
	PS 17K	11:00 AM	3

November 6, 1969	- PS 102M	Noon	3
November 12, 1969	- PS 180M	9:40 AM 10:40 AM	3
	PS 96M	Noon	3
November 13, 1969	- PS 19K	8:40-10:15 AM	4
	PS 17K	12:10 Noon 1:15 PM	4
November 18, 1969	- PS 175K	3:15 PM	3
November 20, 1969	- PS 102M	Noon	4
November 25, 1969	- PS 156K	3:15 PM	3
December 9, 1969	- PS 175K	3:15 PM	4
December 16, 1969	- PS 396K	11:10 AM	4
December 17, 1969	- PS 96M	Noon	4
January 6, 1970	- PS 396K	11:15 AM	5
	PS 156K	3:15 PM	4
January 7, 1970	- PS 180M	9:40 AM 11:15 AM	4
January 8, 1970	- PS 19K	8:40-10:15 AM	5
	PS 17K	12:10 Noon 1:15 PM	5
January 13, 1970	- PS 175K	3:15 PM	5
January 14, 1970	- PS 102M	Noon	5
January 27, 1970	- PS 396K	11:15 AM	6
	PS 156K	3:15 PM	5
January 28, 1970	- PS 180M	9:40 AM 11:15 AM	5

3.2.9 Staff Training Profile - September 1969

	New Teachers	Trained Teachers	Total, New and Trained Teachers
Manhattan			
PS 180M	8	10	18
PS 96M	8	11	19
PS 102M	6	8	14
Subtotals	22	29	51

Brooklyn	New Teachers	Trained Teachers	Total, New and Trained Teachers
PS 17K	4	6	10
PS 19K	4	6	10
PS 396K	4	5	9
PS 175K	4	4	8
PS 156K	6	5	11
Subtotals	22	26	48

Total New Teachers: 44

Total Trained Teachers: 55

Total All Teachers: 99

4. MATERIALS

4.1 Two Dimensional Shapes - These materials were purchased from Benson & Co., Austin, Texas, and were provided in five different colors. The Director distributed these to the schools.

4.2 Xerox Comprehensive Kits were ordered last year and delivered to the schools in June, 1969. These were on hand in the Fall and helped to get the program moving. These materials are based on the AAAS Science Course of Study and contain 95% of the items needed to implement the program.

4.3 All teachers in the project were provided with manuals, foldouts and flip charts needed to implement instruction.

4.4 Spanish Science Manuals were provided for the Spanish teachers.

4.5 Reading materials were ordered and began to be received in December, 1969. Three schools received these and began the Basic Reading Skills program in January, 1970.

4.6 Three Dimensional Shapes - The Manpower Development Center cooperated in making these shapes for the project without charge. Mr. John Miller, of New York City Adult Training Center, produced them in his shop.

4.7 The Video-Tape Recording Systems were operational in all eight schools in November, 1970. Mechanical difficulties delayed the use of the equipment in guided self analysis. Sonocraft Corporation made necessary repairs. Instruction in the use of the equipment by teachers was accomplished by December, 1970.

5. EVALUATION

5.1 The Bureau of Educational Research released Part A, a subjective report on 1968-69, during the fall term. Dr. Philip Bolger prepared this evaluation.

5.2 The Ott Test of Spoken English/Spanish was administered by Dr. Bolger and Mr. Sullivan in experimental and control schools in October, 1969. Approximately 635 audio-tapes of pupil spoken language (English and Spanish) were obtained and sent to SEDL for scoring.

5.3 The Language Capacity Index and other instruments were also administered by the end of October by the classroom teachers.

5.4 Evaluation Design - 1969-70

A. Initial Testing Program - First Grade Classes

1. For all first-grade classes, the following measures will be administered to secure initial equating or status information in late September or early October:

   a. The Linguistic Capacity Index
   b. The Puerto Rican Scale "A"
   c. The New York State Reading Readiness Tests
   d. The Revised Ott Test

B. Initial Testing Program - Second Grade Classes

1. For all second-grade classes, experiencing their second year in the program, the measurements administered last year (1968-69) as part of that year's initial testing program, while these students were in first grade, will be used again to obtain initial equating or status information.

   a. The Linguistic Capacity Index - administered 1/69
   b. The Puerto Rican Scale "A" scores - Fall 1968
   c. The New York State Reading Readiness Scores - administered 12/68
   d. The Revised Ott Test

C. Initial Testing Program - Third Grade Classes

1. For all third-grade classes, experiencing their third year in the program, the measurements administered two years ago as part of the initial testing program while these students were in the first grade will be used again to obtain initial equating or status information.

   a. The Linguistic Capacity Index - administered in 10/1967
   b. The Puerto Rican Scale "A" scores - secured in 10/1967
   c. The New York State Reading Readiness Scores - obtained in 11/1967

2. For some of these same third grades, Ott-Jameson test Scores are available. Approximately 70 control and 70 experimental pupils were tested in 10/1967, as selected samples for that school year by representatives of SEDL. These scores can be used for equating this selected population and comparing them on June 1970 Ott Test scores.

D. The Final Testing Program

1. For all first-grade classes, the following measures will be administered.

   a. The Linguistic Capacity Index (May, 1970)
   b. The Metropolitan Reading Test, Form B (May, 1970)
   c. The Puerto Rican Scale "A" (Final) (June, 1970)
   d. The Language Performance Scale (June 1970)
   e. The Pupil Background Form (April, 1970)
   f. The Ott Test - (300 selected samples) (May, 1970)
   g. Staff Questionnaires (June 1970.)

2. For all second-grade classes experiencing their second year with the program, the following instruments will be administered:

   a. The Metropolitan Reading Test, Form "B" (June 1970)
   b. The Puerto Rican Scale (June, 1970)
   c. The Language Performance Scale (June, 1970)
   d. The Pupil Background Form (April 1970)
   e. The Ott Test (400 selected samples) May, 1970
   f. Staff Questionnaires (June, 1970)

3. For all third-grade classes experiencing their third year with the program, the following instruments will be administered:

   a. The Metropolitan Reading Test Form "B" (June 1970)
   b. The Puerto Rican Scale (June 1970)
   c. The Language Performance Scale (June 1970)
   d. The Pupil Background Form (April 1970)
   e. The Ott Test (400 selected samples) (June 1970)
   f. Staff Questionnaires (June 1970)

6. A LOOK AHEAD

6.1 Teacher Training will continue in the Spring term. Project coordinators will demonstrate higher forms of language development techniques such as open cues and transformations. The Guided Self Analysis will be developed into a functioning teacher training program at the same time. Workshops will be geared toward both GSA and discussion of lessons and lesson implementation.

6.2 Evaluation

Dr. Philip Bolger and Mr. Raymond Sullivan will observe the experimental factor as it is administered in the classroom and conduct interviews with project teachers about the implementation, materials and training. The post-tests will be administered during the month of May according to the evaluation design. Dr. Bolger and Mr. Wullivan will administer the Ott Test.

6.3 The reading program (English) will be implemented in three project schools: PS 156K, PS 396K, and PS 102M. The Spanish component will be used by each of the Spanish-speaking teachers so that feedback can be obtained and a consensus reached about its effectiveness.

6.4 The recruitment of four staff members for summer work in Texas will be started in the Spring term. Participation by New York in the Writing Workshop is important for adapting the English and Spanish materials to the pupil population of the city.

6.5 In view of the Board's policy on decentralization, the Director will make every effort to continue the program on a decentralized basis. Meetings and conferences will be held with District Superintendents, District Principals' meetings, district staff and local school boards to explain the project and plan for the Fall of 1970.

6.6 Observations of all project staff members will be made during the Spring term as well as visits to regular classroom teachers to note growth in the use of language development techniques and pupil progress.

6.7 The collection of at least two video tapes of New York teachers using language techniques will be made and shared with SEDL.

APPENDIX

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

LANGUAGE DEVELOPMENT PROJECT

Eugene C. Gibney
Director

Dr. Seelig Lester
Deputy Superintendent

Mrs. Rose D. Risikoff
Executive Assistant

TEACHER TRAINING WORKSHOPS

FALL, 1969

Dear Colleagues:

Welcome to an exciting and purposeful program which will contribute much to the lives of the children in your classes. Many of you have experience in the language techniques learned last year and many are new to the program. With this in mind, the first workshop will be for all teachers; the second and third sessions will be geared to the teachers new to the program. Thereafter, most sessions will involve all the teachers in the school.

The Workshop Sessions have been determined by the schools and conditions vary from school to school in regard to the most convenient day and time. The Schedule of Workshops is outlined below:

School	Dates	Time
PS 19K	(Thursdays) October 2, 16, 30 November 13	8:40-10:15 AM
PS 17K	(Thursdays) October 2, 16, 30, November 13 October 2, 16, 30 November 13	10:30 AM (Second Grade) 1:15 PM (First Grade)
PS 96M	(Wednesdays) October 8, 22, 29, November 12	Lunch Period (Noon)
PS 180M	(Wednesdays) October 8, 22, 29, November 12	9:00 AM 10:00 AM
PS 102M	(Thursdays) October 9, 23, November 6, 20	Lunch Period (Noon)
PS 175K	(Tuesdays) October 7, 21, November 18, December 9	3:10 PM
PS 396K	(Tuesdays) October 7, 21, 28, November 18	Lunch Period (Noon)
PS 156K	(Tuesdays) October 14, 28, November 25, December 2	3:15 PM

Workshops will be planned so that they will help the teacher implement the program in her/his classroom. Opportunity will be given for discussing problems and for defining solutions so that the children will benefit.

Your interest and cooperation is appreciated.

Sincerely,

EUGENE C. GIBNEY
Director
Language Development Project

ECG:EL

CC: Principals
District Superintendents
Mrs. Rose D. Risikoff

September 30, 1969

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

LANGUAGE DEVELOPMENT PROJECT

Eugene C. Gibney
Director

Miss Theresa G. Rakow
Assistant Superintendent

TEACHER TRAINING WORKSHOPS
SPRING, 1970

Dear Colleagues:

In the new year, we will be utilizing our video-tape recording system at our workshop sessions. We should have video tapes for each of the language strategies. We will discuss separate strategies, view the video tape for that strategy and code it. We will also share experiences and insights gained from the program of guided self-analysis.

SCHOOL	DATES	TIME
PS 19K	(Thursdays) Jan. 8. 29, Feb. 19, March 5	8:40-10:15 AM
PS 17K	(Thursdays) Jan. 8, 29, Feb. 19, March 5	10:30 AM-Second Grade 1:15 PM-First Grade
PS 180M	(Wednesdays) Jan. 7, 28, Feb. 4, 18	9:00 AM 10:00 AM
PS 102M	(Thursdays) Jan. 14-Wednesday, Feb. 5, 26, March 12	Lunch Period (Noon)
PS 175K	(Tuesdays) Jan. 13, Feb. 3, 17, March 3	3:10 PM
PS 156K	(Tuesdays) Jan. 6, 27, Feb. 10, 24	3:15 PM
PS 396K	(Tuesdays) Jan. 6, 27, Feb. 10, 24	Lunch Period (11:00 AM)
PS 96M	(Wednesdays) Jan. 7, 28, Feb. 4, 18	Lunch Period

It is hoped that every teacher in the project will be started on the program of Guided Self-Analysis by the time the workshops begin in January, 1970. It is important to use the system on a regularly scheduled basis and as often as possible. Feedback from all teachers will be an important element of workshop sessions and this will require the experience of video-taping and coding one's own language lesson.

Your cooperation in this matter is appreciated.

Sincerely,

Eugene C. Gibney

EUGENE C. GIBNEY
Director
Language Development Project

CC: Miss Theresa G. Rakow,
Assistant Superintendent
Principals
District Superintendent

December 15, 1969

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

LANGUAGE DEVELOPMENT PROJECT

Eugene C. Gibney
Director

Dr. Seelig Lester
Deputy Superintendent

Mrs. Rose D. Risikoff
Executive Assistant

TEACHER TRAINING INSTITUTE

FIRST DAY — AGENDA — September 10, 1969

MORNING SESSION

1. ORIENTATION
   - 1.1 Introduce new staff members
   - 1.2 Discussion of Summer Workshop and Leadership Training Conference
   - 1.3 Administration and Organization, 1969-70
   - 1.4 Assignments (schools and classes)
   - 1.5 Visits by Dr. Ott, SEDL

AFTERNOON SESSION

2. REVIEW OF THE LANGUAGE DEVELOPMENT PROJECT
   - 2.1 Historical
   - 2.2 Objectives
   - 2.3 Curriculum
   - 2.4 Program Development in New York
   - 2.5 Evaluation
   - 2.6 Community Involvement and Parental Education

3. ALTERNATE PLANS
   - 3.1 Curriculum
     - 3.1.1 English, Science
     - 3.1.2 English, Spanish, Science
     - 3.1.3 English, Spanish, Science, Reading
     - 3.1.4 English, Spanish, Science, Self-Concept, Reading
     - 3.1.5 English, Science, Self-Concept
     - 3.1.6 English, Spanish, Science, Self-Concept
   - 3.2 Workshops
     - 3.2.1 During school hours
     - 3.2.2 After school
     - 3.2.3 During lunch period
     - 3.2.4 Stipends

MATERIALS DISTRIBUTED

San Antonio Project - Oral Language
Plan for Implementation, 1969-70
Demonstration Teacher Schedules Forms
Duties and Responsibilities of Demonstration Teacher
Duties and Responsibilities of Spanish-Speaking Teacher
Monthly Report Forms

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

LANGUAGE DEVELOPMENT PROJECT

Eugene C. Gibney
Director

Dr. Seelig Lester
Deputy Superintendent

Mrs. Rose D. Risikoff
Executive Assistant

TEACHER TRAINING INSTITUTE

SECOND DAY AGENDA September 11, 1969

MORNING SESSION

1. Design of the Evaluation - Dr. Bolger

2. The Specific Tests - Dr. Bolger

   a. Language Capacity Index
   b. The Ott Test of Oral Language
   c. Puerto Rican Scale "A"
   d. New York State Reading Readiness Test
   e. Language Performance Scale
   f. Teacher role in administration
   g. Dissemination

3. Initial Testing Schedule - Dr. Bolger

4. Formative Evaluation System

AFTERNOON SESSION

5. Teaching Learning Strategies

   5.1 Code 1 Modeling-Drill Management
   5.2 Code 2 Types of Models
   5.3 Code 3 Cueing
   5.4 Code 4 Experience Referents
   5.5 Code 5 Verbal Rewards
   5.6 Code 6 Teacher-pupil talk
   5.7 Code 7 & 8 Behaviors
   5.8 Code 9 Psycho-linguistics

MATERIALS DISTRIBUTED

Excerpts from Staff Development Model by Dr. Theodore Parsons
Code Booklets

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

LANGUAGE DEVELOPMENT PROJECT

Eugene C. Gibney
Director

Dr. Seelig Lester
Deputy Superintendent

Mrs. Rose D. Risikoff
Executive Assistant

TEACHER TRAINING INSTITUTE

THIRD DAY — AGENDA — September 12, 1969

MORNING SESSION

1. ANOTHER RATIONALE - Excerpts from Prepared Statement of A. Bruce Gaarder, U. S. Office of Education

2. Linguistic Views and Assumptions on Second Language Teaching and Learning

AFTERNOON SESSION

3. Teaching Spanish to Spanish-Speaking Children - Excerpts from Dr. Carnejo

4. Developing An Awareness of Phonological Interferences - Audio-tape by Pedro Cohen

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

LANGUAGE DEVELOPMENT PROJECT

Eugene C. Gibney
Director

Dr. Seelig Lester
Deputy Superintendent

Mrs. Rose D. Risikoff
Executive Assistant

TEACHER TRAINING INSTITUTE

FOURTH DAY — AGENDA — September 15, 1969

MORNING AND AFTERNOON SESSIONS

1. The AAAS Science Course of Study - A Process Approach -

   Xerox Representatives

2. The Xerox Materials - Xerox Representative

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

LANGUAGE DEVELOPMENT PROJECT

Eugene C. Gibney
Director

Dr. Seelig Lester
Deputy Superintendent

Mrs. Rose D. Risikoff
Executive Assistant

TEACHER TRAINING INSTITUTE

FIFTH DAY — AGENDA — September 16, 1969

MORNING SESSION

1. The Reading Program

2. Separate Discussion Meetings

   2.1 Program Coordinators

   2.2 Spanish Teachers

3. Plans for Implementation of the program in each school.

Visitation Schedule for Observers from other Sites

San Antonio ISD

December 2, 1969

Carvajal School
225 Arizona
San Antonio

Miss Wilhema Long, Principal

Time	Teacher	Grade Level
9:15 - 9:30	Conference, Miss Long	
9:30 - 10:00	Mrs. Eunice Lange	ESL - First
9:30 - 10:00	Mrs. Norma Huerta	Spanish - First
10:00 - 10:30	Conferences - Coffee	
10:30 - 11:00	Mrs. Mary Louise De Luna	Spanish - Second
10:30 - 11:00	Mrs. Carolyn Gray	ESL - Second
Conference		
11:30 - 1:00	Lunch	
1:00 - 1:30	Mrs. Mae Greathouse	ESL - Third
1:30 - 2:00	Mrs. Mary Laguna	Spanish- Fourth
1:30 - 2:00	Miss Mary Middleton	ESL - Sixth
Conference		

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

LANGUAGE DEVELOPMENT PROJECT

Eugene C. Gibney
Director

Theresa G. Rakow
Assistant Superintendent

DEMONSTRATION, OBSERVATION SCHEDULE
Week of October 27, 1969

Mrs. Hercelia Toscano, SEDL Supervisor
Mr. Eugene C. Gibney, Language Development Project

MONDAY, OCTOBER 27, 1969

PS 102M - Mrs. Bernice Peebles, Principal

A- Demonstrations in the classrooms of Grade 1, 2 and 3 by Mrs. Toscano (English and/or Spanish)

B- Observations to be done by staff of New York:
Mrs. Mora, Mrs. Spevack, Mrs. Mackelduff, Mrs. Spielvogel, Mr. Landau, Miss Velez, Miss Abreu, Miss Fonte, Miss Ramirez, Mrs. Gonzales, Mr. Nieves, Miss Aviles

C- Discussions of techniques used in the lessons.

TUESDAY, OCTOBER 28, 1969

PS 96M - Mr. Charles Miras, Principal

A- Demonstrations by Mrs. Toscano

B- Observations by New York Staff

C- Video tape training by Mr. Tiemen, Sonocraft Corporation
Tape afternoon lesson

D- Discussion of techniques used in lessons.
Staff to be present:
Mrs. Mora, Mrs. Spevack, Mrs. Mackelduff, Mrs. Spielvogel, Mr. Landau, Miss Velez, Miss Abreu, Miss Fonte, Miss Ramirez, Mrs. Gonzales, Mr. Nieves, Miss Aviles

WEDNESDAY, OCTOBER 29, 1969

PS 396K - Mr. David Marcus, Principal
Mr. Harvey Weil, Coordinator

A- Demonstration/observations in Grade 1 and 2 Classrooms

B- New York Staff demonstrates at least one lesson--English and Spanish

C- Discussion of techniques used in lessons.

Staff to be present:
Mrs. Mora, Mrs. Spevack, Mrs. Mackelduff, Mrs. Spielvogel, Mr. Landau, Miss Velez, Miss Abreu, Miss Fonte, Miss Ramirez, Mrs. Gonzales, Mr. Nieves, Miss Aviles

Demonstration, Observation Schedule (Continued):

THURSDAY, OCTOBER 30, 1969

A- PS 19K - Mr. Harry Levine, Principal
Mrs. Lee Goldberg, Coordinator

9:15 AM Workshop demonstration for late session teachers in selected classroom
Discussion of the techniques used in the lesson.

B- PS 17K - Dr. Harold Simon, Principal
Mrs. Helen Maiwald, Coordinator
10:30 AM Workshop demonstration for new teachers

Discussion of techniques used in the lesson

C- PS 17K - afternoon demonstrations for staff and teachers in the classroom
Video-tape the lesson
New York staff to be present.

Discussion of techniques used in lessons (staff of PS 17K and Project staff)

FRIDAY, OCTOBER 31, 1969

A- PS 156K - Mr. Robert Gofter, Principal
Mrs. Gladys Galamison, Coordinator

Morning demonstrations and observations in K, Grade 1 and Grade 2 classrooms.

Discussion of techniques used in the lessons.

B- PS 175K - Mr. Abraham Bompey, Principal
Miss Iris Cohen, Coordinator

Afternoon demonstrations and observations in Grade 1 and 2

Discussion of techniques used in the lessons

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

LANGUAGE DEVELOPMENT PROJECT

Eugene C. Gibney
Director

Theresa G. Rakow
Assistant Superintendent

TO: All Principals, Project Coordinators and Spanish Teachers

FROM: Eugene C. Gibney, Director

SUBJECT: Visitation to Project Schools
November 19, 20 and 21, 1969

Mrs. Hercelia Toscano, who demonstrated the language techniques for us during the week of October 27-31, 1969, will visit project schools on November 19, 20 and 21, 1969. We will want to visit project classes to observe the teacher's use of the language techniques and the children's learning of English and Spanish. Naturally, interest will be shown in the amount of progress.

Since this is the week of Puerto Rican Discovery Day, appropriate activities should be planned to reflect Puerto Rican culture, especially in the Spanish component.

It also would be desirable to have one lesson arranged in which the teacher is video-taping herself. This would demonstrate that the equipment is being used. If classroom teachers do not wish to volunteer, the project coordinators and Spanish teachers should arrange to give one lesson and to video-tape themselves during the visitation. In this way more than an observation will be accomplished because the teacher will be able to analyze her lesson, later. It would still be guided self analysis.

Project coordinators are requested to provide the following information to Mr. Gibney:

1- The best date for visiting
2- The most desirable time--morning or afternoon
3- The names of the teachers to be visited, the class designation, i.e., 1-2, 2-2, 3-2, and lessons through which classes have progressed.
4- A brief description of the classes, such as immature, 85% Puerto Rican, kindergarten experience.
5- A tentative schedule for visitation to the school, noting the time and room numbers. (Visits would last about fifteen to twenty minutes.)

Project coordinators are requested to call the Director to clear the date and time. The rest of the information may be forwarded by mail so that it is in the office by November 14th, 1969.

The cooperation of all schools in demonstrating the fine work being done with our children will be appreciated.

Eugene C. Gibney
EUGENE C. GIBNEY
Director
Language Development Project

November 7, 1969

MEMORANDUM

SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
Commodore Perry Hotel, Austin, Texas 78701

TO: THE SUPERINTENDENTS ADDRESSED

From: T. Andersson

Date: 4 December 1969

Subject: Leadership Training Conference, January 19-23, 1970

As the education of local leadership involved in implementing the Laboratory's Language Development/Bilingual Education Program approaches the second phase, a conference is being planned for the week of January19-23, 1970, to which you are cordially invited to send designated representatives. This meeting will bring together both participants in last summer's Leadership Training Conference and those who have later become site directors, principals, supervisors, and other administrators presently working with in-service education and staff development at local sites.

The central focus of the conference will be Staff Development Processes and Materials: effectiveness of those currently being tested and projection of needs. Opportunities will be provided for description of activities at each site, identification of weaknesses, exploration of alternate approaches, and planning for the coming school year. (It would be helpful if you and/or your associates would send suggestions of questions or topics to be considered in the conference.) There will also be opportunities for classroom observation and interaction with students and teachers.

Conferees will convene at the Americana Motor Hotel in Alice, Texas, on Monday evening, January 19. It is suggested that, for those who may wish to travel by plane, Corpus Christi be considered the destination point, wherefrom transportation will be furnished by Program staff to conference headquarters. For those who prefer to travel by automobile, the city of Alice, Texas, is situated approximately 50 miles due west of Corpus Christi and is easily accessible via good highways.

Following an evening orientation session, observation will be made in the San Diego Public Schools, located about 10 miles from Alice, during Tuesday, January 20. That evening the group will travel to McAllen, where additional opportunities to view classroom teaching-learning sequences will be offered, to be followed by both large and small group sessions organized to accomplish the purposes of the meeting. The conference will close in McAllen at noon on Friday, January 23.

Local districts may send as many designated representatives as they desire, at district expense. In order to plan accurately and effectively, it is requested that names of individuals selected by your district to attend the conference be forwarded to Mr. H. Earl Martin, Coordinator of Bilingual Programs, Model I, at Laboratory headquarters no later than December 19, 1969. A program of activities will be sent to each participant.

We look forward to the continuation of improved educational opportunities for the children in your schools through joint effort of the Laboratory and your district.

AGENDA FOR WINTER LEADERSHIP CONFERENCE
San Diego, Texas - McAllen, Texas

Monday, January 19, 1970

6:00 p.m. Deadline for checking in Americana Motel

6:00 p.m. - 7:00 p.m. Registration

7:00 p.m. Dinner Meeting, Americana Motel

Presiding -- Gonzalo Garza

Welcome -- Theodore Andersson

Speaker -- Dana Williams

Tuesday, January 20, 1970 San Diego Public School Library

9:00 a.m. - 9:30 a.m. Coffee

9:20 a.m. - 9:30 a.m. Welcome - Bryan Taylor

9:30 a.m. - 10:00 a.m. Conference Assignment - Betty Ott

10:00 a.m. - 10:15 a.m. Observation assignments - Manuel Amaya

10:15 a.m. - 11:15a.m. Class visitations

11:15 a.m. - 11:45a.m. Music demonstration

11:45 a.m. - 2:00 p.m. Lunch

2:00 p.m. Leave for McAllen

Wednesday, January 21, 1970

8:30 a.m. - 9:00 a.m. General Assembly - Gus Guerra

Welcome - McAllen - Rodney Cathey

Welcome - Region I - Harold Dooley

9:00 a.m. - 9:30 a.m. O. L. Demonstrations

Terrell - Jimenez K

Valencia - Breaux 1st

Wednesday, January 21, 1970

	Mally - Amaya	1st
	Perkins - Vann	1st
	Gregory - Waite	K
	Martin - Allen	K
	Zamora - Gibney	2nd
9:45 a.m. - 10:15 a.m.	Reading Demonstration	
	Sutton - Breaux	1st
	McClellan - Mitchell	2nd
	Toscano - Amaya	1st
	Love - Gibney	1st
	Terrell - Waite	1st
	Gregory - Randles	1st
10:30 a.m. - 11:00 a.m.	Demonstrations	
	Love - Randles (oral)	K
	Terrell - Mitchel (oral)	K
	McClellan - Allen (Reading)	1st
	Toscano - Vann (Reading)	2nd
11:00 a.m. - 12:00	Recap. - Martin	
12:00 - 1:30 p.m.	Lunch - Holiday Inn Dining Room	

Wednesday p.m. Thursday Friday a.m.	Large and small group meetings related to Summer Conference activities

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

LANGUAGE DEVELOPMENT PROJECT

Theresa G. Rakow
Assistant Superintendent

Eugene C. Gibney
Director

VISITATION SCHEDULE
Wednesday, November 19, 1969

Visiting Team - Miss Theresa Rakow, Assistant Superintendent
Mrs. Hercelia Toscano, Southwest Educational Development Lab.
Mr. Eugene C. Gibney, Director

PS 17K - Dr. Harold Simon, Principal
Mrs. Helen Maiwald, Assistant Principal
Mrs. Helen Spevack, Project Coordinator
Miss Filomena Fonte, Spanish Teacher
Miss Gladys Ramirez, Spanish Teacher

9:00-10:15 AM	General Assembly in auditorium by children and parents for Puerto Rican Discovery Day
10:20 AM	Miss Gladys Ramirez - Spanish - Room 302, Class 1-1
10:50 AM	Miss Rosemary Rafter - Room 209 - Class 1-5
11:20 AM	Miss Fonte - Room 409 - Class 203
11:45 AM	Parents are giving a luncheon in honor of Puerto Rican Discovery Day - Miss Rakow, Mrs. Toscano and Mr. Gibney to be present at luncheon

PS 396K - Mr. David Marcus, Principal
Mr. Harvey Weil, Assistant Principal
Mr. Bruce Landau, Project Coordinator

1:20 PM	Mrs. Marsha Shupnick, Class 1-6
1:55 PM	Mrs. Rosemarie Benvenuto Mrs. Sheryl Hecht
2:30 PM	Video-taped lesson - Mr. Bruce Landau

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

LANGUAGE DEVELOPMENT PROJECT

Theresa G. Rakow
Assistant Superintendent

Eugene C. Gibney
Director

VISITATION SCHEDULE
Thursday, November 20, 1969

Visiting Team - Mrs. Hercelia Toscano, Southwest Educational Development Lab.
Mr. Eugene C. Gibney, Director

PS 102M - Mrs. Bernice M. Peebles, Principal
Mrs. Fortas, Assistant Principal
Mrs. Aida Mora, Project Coordinator
Miss Isabel Velez, Spanish Teacher
Miss Carmen Abreu, Spanish Teacher

9:00 AM Miss Carmen Abreu - Spanish
Grade 2 - Miss Margaret Cicileo - English
Grade 3 - Mrs. Joan Graburn - English

PS 19K - Mr. Harvey Levine, Principal
Mrs. Lee Goldberg, Assistant Principal
Mrs. Helen Spevack, Project Coordinator
Mr. Arthur Nieves, Spanish Teacher
Mrs. Maria Gonzales, Spanish Teacher

1:10 PM Miss Catherine Cirrito - Class 2-10 - Room 201

Mrs. Rochelle Rohin - Class 2-11 - Room 211

Miss Toby Schom - Class 2-7 - Room 213
Mrs. Maria Gonzales - Spanish - Class 2-7 - Room 213

Mrs. Catherine Todd - Class 1-9 - Room 122

Miss Geraldine Gaudiosi - Class 1-4 - Room B-2

Mrs. Marsha Samberg - Class 1-2 - Room B-7
Mr. Arthur Nieves - Spanish

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

LANGUAGE DEVELOPMENT PROJECT

Theresa G. Rakow
Assistant Superintendent

Eugene C. Gibney
Director

VISITATION SCHEDULE
Friday, November 21, 1969

Visiting Team - Mrs. Hercelia Toscano, Southwest Educational Development Lab.
Mr. Eugene C. Gibney, Director

PS 175K - Mr. Abraham Bompey, Principal
Mr. Jerry Page, Assistant Principal
Miss Iris Cohen, Coordinator
Mrs. Naomi Spielvogel, Project Coordinator

9:00 AM Mrs. Vincenza Ercole - Class 1-1 - Video Tape

PS 156K - Mr. Robert Gofter, Principal
Mrs. Gladys Galamison, Coordinator
Mrs. Naomi Spielvogel, Project Coordinator

10:00 AM Mrs. Karen Levine - K-9

10:30 AM Miss Lucille Santoro - 1-14

11:00 AM Mrs. Phyllis Holmes - 1-12

PS 180M - Mr. Max Weinstein, Principal
Mrs. Gloria McKenney, Assistant Principal
Mrs. Dorothy Chisholm, ECE Coordinator
Mrs. Eleanor Mackelduff, Project Coordinator

1:10 PM Miss Nancy Daly - 1-1

1:30 PM Miss Barbara Danon - 1-2

1:50 PM Miss Dorothea Beach - 2-5

2:10 PM Mrs. Sylvia Simon - 2-1

2:30 PM Miss Barbara Dyer - 1-4

SAMPLE OF PROJECT COORDINATOR'S SCHEDULE

LANGUAGE DEVELOPMENT PROJECT
Schedule-PS 96M

	M	T	W	Th	F
	PS 180	Prep	PS 180	Prep	PS 180
9:20 9:45		2-3 Miss Culpepper Mr. Steinberg 206		2-3 Miss Culpepper Mr. Steinberg 206	
9:55 10:15		3-4 Mrs. Lewis 226		3-5 Miss Zimmerman 228	
10:20 10:45		3-3 Mr. Gallogly Miss Draeger 221		2-5 Mr. Groesbeck Mr. Harrison 209	
10:50		2-5 Mr. Groesbeck Mr. Morrison 209		3-2 Miss Newell 236	
11:20 11:45		1-4 Mrs. Forman 123		1-3 Mrs. Foudy 111	
12:00 12:55		Lunch		Lunch	
1:00		1-3 Mrs. Foudy 111		1-4 Mrs. Forman 123	
1:25 1:45		3-5 Miss Zimmerman 228		3-1 Mrs. Sabini 225	
1:50 2:10		3-2 Mrs. Newell 236		3-3 Mr. Gallogly Miss Draeger 221	
2:15 2:35		3-1 Mrs. Sabrini 225		3-4 Mrs. Lewis 226	
2:40 3:00	LOG				

SAMPLE OF PROJECT COORDINATOR'S SCHEDULE

LANGUAGE DEVELOPMENT PROJECT
Schedule-PS 180M

Program Coordinator:
Mrs. Eleanor Mackelduff

	M	T	W	Th	F
	PS 180	PS 96	PS 180	PS 96	PS 180
9:00 9:25	2-3 Miss Gumbs 330		2-3 Miss Gumbs 330		2-3 Miss Goldman 328
9:40 10:05	P & R*				1-3 Miss Glasgow 227
10:10 10:35	3-5 Mrs. Branch 324		3-5 Mrs. Branch 324		1-5 Miss Gottfried 226
10:40 11:05	3-4 Mrs. Milcetic 326		3-4 Mrs. Milcetic 326		1-2 Miss Danon 223
11:10	3-3 Mrs. Glassberg 321		3-3 Mrs. Glassberg 321		P & R
11:40 12:05	3-2 Mr. Brent 323		3-2 Mr. Brent 323		2-5 Miss Beach 325
12:10 1:00	Lunch		Lunch		Lunch
1:10 1:35	3-1 Mrs. Amsterdam 312		1-3 Miss Glasgow 227		1-1 Miss Daly 228
1:40 2:05	2-2 Miss Tom 331		1-4 Miss Dyer 225		2-1 Mrs. Simon 329
2:10 2:35	P & R		3-1 Mrs. Amsterdam 312		P & R
2:40 3:00	Log		Log		Log

* P & R - Preparation and Rescheduling (for teachers who want or need extra demonstrations or help).

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

LANGUAGE DEVELOPMENT PROJECT

MONTHLY PROGRESS REPORT FORM
PROGRAM COORDINATORS

TO: Mr. Eugene C. Gibney, Director

FROM: _____

Dates Covered by Report: From_____ To _____

School Reported on: PS_____ (Note: Use Separate Form for each School.)

1. Number of demonstrations given _____
   1.1 Techniques demonstrated to date:

2. Number of observations made _____

3. Number of meetings or consultations with teachers _____

4. Number of parents with whom you spoke regarding the program _____
   4.1 Number of visitors in the classrooms _____

5. Number of community people or groups with whom you spoke about the program _____

6. Number of teachers who have used the Video Tape Recording System and Self-Guided Analysis _____

7. Comment on teacher reception of the program and growth in using the strategies and materials.

   7.1 Lesson Range

   Gr. 1 _____
   Gr. 2 _____
   Gr. 3 _____

8. Comment on pupils' growth as a result of using the program.

9. What problems do you have on which help is needed?

10/69

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

LANGUAGE DEVELOPMENT PROJECT

MONTHLY PROGRESS REPORT FORM
SPANISH TEACHERS

TO: Mr. Eugene C. Gibney, Director

FROM: _____

Dates Covered by Report: From_____ To _____

School: _____

1. Lessons taught during this report period _____

2. Generally - are lessons taught in Spanish first or in English first?

3. Number of visitors to Spanish classrooms _____

4. General reception of the Spanish component by
   - 4.1 Classroom Teachers _____
   - 4.2 Pupils _____
   - 4.3 Parents _____
   - 4.4 School Administration _____
   - 4.5 Community Groups _____

5. Problems encountered in implementing the Spanish lessons

6. Other Comments:

10/69

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

LANGUAGE DEVELOPMENT PROJECT

Theresa G. Rakow
Assistant Superintendent

Eugene C. Gibney
Director

Minutes of the Meeting of Project Coordinators and Spanish Speaking Teachers - Monday, November 17, 1969 - Room 926

PRESENT: Mrs. Aida Mora, Mrs. Helen Spevack, Mrs. Eleanor Mackelduff, Mr. Bruce Landau, Mrs. Naomi Spielvogel, Miss Carmen Abreu, Miss Gladys A. Ramirez, Mr. Arthur Nieves, Miss Filomena Fonte, Mrs. Maria Gonzales, Miss Isabel Velez
Absent: Miss Aviles

I. PROGRESS REPORTS

1.1 English -

PS 156K	Grade 1	Lesson 4 Unit I
	Grade 2	Lesson 3 Unit II
PS 175K	Grade 1	Lesson 4-6 Unit I
	Grade 2	Lesson 3 Unit II
PS 396K	Grade 1	Lesson 5 Unit I
	Grade 2	Lesson 3 Unit II
PS 180M	Grade 1	Lesson 1-2 Unit I
	Grade 2	Lesson 1-2 Unit II
PS 96M	Grade 1	Lesson 1-2 Unit I
	Grade 2	Lesson 1 Unit II
PS 102M	Grade 1	Lesson 4 Unit I
	Grade 2	Lesson 3 Unit II
	Grade 3	Lesson 9 Level II
PS 19K	Grade 1	Lesson 1-4 Unit I
	Grade 2	Lesson 10-14 Unit I
PS 17K	Grade 1	Lesson 2-5 Unit I
	Grade 2	Lesson 1 Unit I - Lesson 1 Unit II

1.2 Spanish progress -

Mr. Nieves	Lesson 5 Grade 1
Mrs. Gonzales	Lesson 2 Unit II
Miss Abreu	Grade 1 Lesson 4
	Grade 3 Lesson 1 Unit II
Miss Ramirez	Grade 1 Lesson 4
	Grade 2 Lesson 6 Unit I
Miss Fonte	Grade 2 Unit II Lesson 4
Miss Velez	Grade 2 Lesson 4 Unit II
	Grade 3 Lesson 6 Unit II

2. Language Development Project Bulletin Boards requested in each school.

3. Video Tape Recording Systems -

PS 175K	On fourth floor - three classes on that floor; the other five are on the second floor.
PS 156K	On second floor - covers all first grade classes; three second grade classes on third floor
PS 396K	Stored on third floor - most classes on the third floor.
PS 180M	Stored on second floor - 60% of teachers on third floor (all third grade and some second)
PS 96M	First floor - teachers on first and second
PS 102M	Second floor stored (210) - most on second floor
PS 19K	First floor - (2 classes covered out of 10)
PS 17K	Second floor - 2 out of 10 on 2nd floor (split lunch hour)

4. Suggestions for Video Taping

4.1 Initial taping to be done to break the ice and eliminate fears and doubts.

4.2 Project coordinators and Spanish teachers tape themselves.

4.3 Live coding of project coordinators by teachers.

4.4 Commence with group of volunteers - Group 1

4.5 Supervisors should be discouraged from viewing tapes or lessons. Initially this may be a problem because of the curiosity factor. Supervisors and principals will be notified by the director about avoiding observations under these circumstances.

4.6 Emphasis must be on <u>self</u>-guided analysis.

5. Special Meetings

<u>November 24, 1969</u> - With Community Advisory Board, principals, teachers - subject is Language Development Project. The Director will explain the Project and Miss Velez will demonstrate in Spanish with the group.

<u>November 25, 1969</u> - With Mr. Miras and all teachers at PS 96M. Subject - the program at PS 96M. Mrs. Mora, Mrs. Mackelduff and Mr. Gibney will be present.

6. Volunteers for possible visitation in Texas, December 1-5, 1969:

6.1 Mrs. Eleanor Mackelduff
6.2 Mrs. Naomi Spielvogel
6.3 Mr. Arthur Nieves
6.4 Miss Filomena Fonte

7. Materials

7.1 Benson materials are being delivered to the schools by Mr. Gibney now.

7.2 More Xerox materials have been ordered and will be delivered to the schools in a month.

EUGENE C. GIBNEY
Director

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

LANGUAGE DEVELOPMENT PROJECT

Theresa G. Rakow
Assistant Superintendent

Eugene C. Gibney
Director

Minutes of the Meeting of Project Coordinators and
Spanish-Speaking Teachers - Friday, December 19, 1969
Room 926

PRESENT: Mrs. Helen Spevack, Mrs. Aida Mora, Mrs. Eleanor Mackelduff, Mrs. Naomi Spielvogel, Mr. Bruce Landau, Miss Isabel Velez, Miss Filomena Fonte, Mrs. Maria Gonzales, Miss Gladys Ramirez, Miss Carmen Abreu, Miss Juanita Aviles and Mr. Arthur Nieves

1. PROGRESS REPORTS

1.1 English -

PS 180M - Grade 1 - Level I Unit I - Lessons 6-13
2 - Level I Unit II - Lessons 1-5
3 - Level II, Lesson 7

PS 102M - Grade 1 - Level I Unit I - Lessons 9-11
2 - Level I Unit II - Lesson 5
3 - Level II - Lesson 10

PS 175K - Grade 1 - Level I Unit I - Lessons 4-15
Grade 2 - Level I Unit II - Lessons 4-7

PS 156K - K - Self Concept - Lessons 4-7
Grade 1 - Level I Unit I - Lessons 3-12
2 - Level I Unit II - Lessons 3-6

PS 396K - Grade 1 - Level I Unit I - Lessons 4-11
2 - Level I Unit II - Lessons 4-6

PS 17K - Grade 1 - Level I Unit I - Lessons 6-11
2 - Level I Unit I - Lesson 3 to Unit II, Lesson 2

PS 19K - Grade 1 - Level I Unit I - Lessons 2-7
2 - Level I Unit II - Lessons 1 and 2

1.2 Spanish -

PS 19K - Grade 1 - Level I Unit I - Lessons 10-14
2 - Level I Unit I - Lesson 8 - to Unit II, Lesson 4

PS 17K - Grade 1 - Level I Unit I - Lesson 6
2 - Level I Unit II - Lesson 11

PS 102M - Grade 1 - Level I Unit I - Lesson 10
2 - Level I Unit II - Lesson 5
3 - Level I Unit II - Lessons 4 and 5

PS 96M - Grade 1 - Level I Unit I - Lesson 4

2. Trip to San Antonio, December 1-5, 1969

2.1 Mrs. Spielvogel reported that visits were made to the Carvajal School in San Antonio and the Migrant School in McAllen, Texas. It was reported that progress similar to ours was observed. A better view of what we are doing was attained as a result of the trip. The laboratory is anxious to hear what we have to say and to make revisions but this takes time. Some lessons that were observed were excellent, some not good at all.

2.2 Mrs. Mackelduff noted the extremely neat classrooms, with little to distract attention. Miss Long of the Carvajal School is a very involved principal and supports the project.

A change of attitude on the part of teachers at McAllen was noted since 1967. Teachers are much more positive about the program now. They are accustomed to visitors. A one-way glass helps since visitors do not disrupt the classroom situation.

The discussions held Wednesday and Thursday with project coordinators in Texas and California were beneficial. It was learned that project coordinators outside New York spend less time in the classroom. Also, less class time is required in providing practice for the children in Texas and California.

2.3 Mr. Gibney narrated his visit to the class of children who visited New York in May of 1969. A summary of the activities and an evaluation of the trip was given. It was a good trip.

3. Video Tape Recording System and Guided Self Analysis

3.1 A great deal of time is being taken to tape lessons. Children become disruptive due to room changes and novelty of the situation. At PS 19K, it is reported that the teachers will not do the taping or coding.

It was reported that at PS 175K, Mrs. Ercole has been taped and Mr. Krupp. A normal lesson was given and approximately fifteen minutes of it was taped.

3.2 The program of Guided Self Analysis and Video Unit must be organized after the holidays and meetings will be held in each school with the principal and appropriate staff to set up procedures, responsibility and schedules for taping.

The amount of time used in some schools to set up the equipment and the situation must be reduced.

4. Materials that have been distributed to the schools were described. Some:

4.1 Benson pupil and teacher packets
4.2 Paper Dolls and Doll Clothing
4.3 Xerox materials
4.4 Reading materials

5. Trip to Texas, January 19, 1970, for Mid-Year Conference

5.1 Itinerary

5.1.1 January 19 - flight to Corpus Christi, Texas. SEDL will meet New York group at the airport and drive to Alice, Texas, where we will spend the night.

January 20 - visit the San Diego Schools and in the afternoon travel to McAllen, Texas.

January 21, 22 and 23 - at McAllen for conference, observations and teaching lessons.

5.2 Volunteers for the trip -

Mr. Landau
Mr. Nieves
Miss Fonte
Miss Velez
Miss Abreu
Miss Ramirez
Miss Aviles
Mrs. Spevack (by phone)

6. The meeting at PS 96M was described and possible results were discussed. It was suggested that this be kept <u>confidential</u>.

7. Visit by Mrs. Toscano, January 12 and 13, 1970

7.1 It was thought that we should conduct workshops on those days for project staff. January 12 will be devoted to the manuals and January 13 to Guided Self Analysis and the use of SEDL video tapes.

8. The End-year Report was discussed briefly. It was suggested by the director that a Table of Contents and page numbers should have been included.

9. Teachers filled out attendance forms, absence forms, Progress Reports and schedules. In PS 19K, some control classes are using materials and methods used by experimentals. This can cause contamination of the results.

10. Dr. Bolger and Mr. Sullivan discussed the reasons for keeping the Part I report of last year confidential at the present time. He answered questions posed by the group and set up a meeting with Miss Velez to discuss the Spanish version of the Ott test. He also explained that he would visit the schools to observe the experimental factor at work.

11. The meeting was adjourned for a holiday libation. Miss Rakow visited to wish everyone a Merry Christmas and Happy New Year.

EUGENE C. GIBNEY
Director

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

LANGUAGE DEVELOPMENT PROJECT

Eugene C. Gibney
Director

Theresa Rakow
Assistant Superintendent

GENERAL PLAN
for
GUIDED SELF-ANALYSIS

Week 1- Project Coordinators are video-taped and they code their lessons.
Introductory package is distributed to teachers at workshops.

Week 2- Teachers are organized into groups for video taping.

Week 3- Tape Volunteers - Group I - Codes 1 and 2

Week 4- Discussion of results of coding volunteers and Codes 1 and 2

Week 5- Tape others - Group II - Codes 1 and 2

Week 6- Retape Group I - Codes 2 and 4

Week 7- Retape Group II - Codes 2 and 4
(Discussion Workshop Codes 2 and 4)

Week 8- Retape Group I - Codes 4 and 5

Week 9- Retape Group II - Codes 4 and 5

Week 10- Discussion Workshop - Codes 4 and 5

Week 11- Retape Group I - Codes 5 and 6

Week 12- Retape Group II - Codes 5 and 6

Week 13- Discussion Workshop - Codes 5 and 6

Week 14- Retape Group I - Codes 6 and 7

Week 15- Retape Group II - Codes 6 and 7

Week 16- Discussion of Codes 6 and 7

Week 17- Retape Group I - Code 3

Week 18- Retape Group II - Code 3

Week 19- Discussion of Code 3

Week 20- Retape Group I-Teacher selection of code for her own improvement

Week 21- Retape Group II-Teacher selection of code for her own improvement

Week 22- General Discussion Workshops on all codes

Week 22-34 - During remaining weeks, project teachers may continue an appropriate taping schedule, using the codes which bear on the strategies with which they experience some difficulty.

NOTES:

1- Program coordinators will be assigned to a specific group in each school.

2- Spanish-speaking teachers will be assigned to a specific group but not to the group with the program coordinator.

3- This plan may be modified according to the conditions in the schools. There may be three groups for example. However, the order in which the codes are used should be the same in all schools.

Eugene C. Gibney

EUGENE C. GIBNEY
Director
Language Development Project

October 1969

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LANGUAGE DEVELOPMENT PROJECT

Eugene C. Gibney
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Dr. Seelig Lester
Deputy Superintendent

Mrs. Rose D. Risikoff
Executive Assistant

WORKSHOP NO. 2

NEW TEACHERS

1. View SEDL film.

2. Discuss techniques used.

3. Step by Step Procedures for teaching Language Patterns.

Materials Distributed:

1- Foldouts (Language Practice Techniques)
2- Step by Step Procedures

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WORKSHOP NO. 3

NEW TEACHERS

1. Planning and Correlation

2. Linguistic Views and Assumptions on Second Language Teaching and Learning.

3. Discussion of lessons in Topic I, Level I.

4. Formative Evaluation System

MATERIALS DISTRIBUTED:

1- Planning and Correlation
2- Linguistic Views on Second Language Teaching and Learning - by Pedro I. Cohen
3- Formative Evaluation System forms

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WORKSHOP NO. 4

ALL TEACHERS

1. Classroom Charts

2. Interchange of ideas and successful approaches

3. The Use of the Video Tape Recording System

   3.1 School Technician
   3.2 Room for Self Analysis
   3.3 Use of the Video Tape Recorder
      3.3.1 Threading the Tape
      3.3.2 Video Tape Replay
      3.3.3 Security
      3.3.4 Time Factor
   3.4 Model Lessons
   3.5 Emphasis on Self-Guided Analysis

4. General Plan for Guided Self Analysis

MATERIALS DISTRIBUTED:

1- Suggestions for Making Classroom Charts
2- Schedule Plan for Guided Self Analysis

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Executive Assistant

WORKSHOP NO. 5

NEW TEACHERS

1. Retention in Reading

2- Brief Definitions and Examples

3- Language Practice Techniques

4- Overcoming Pronunciation Difficulties

MATERIALS DISTRIBUTED:

1- Excerpts from Retention in Reading of Disadvantaged Mexican-American Children during the Summer Months - Dr. Arnold

2- Definitions and Examples

3- Techniques of Overcoming Pronunciation Difficulties

October 1969

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Executive Assistant

WORKSHOP NO. 6

1. The Non-Standard Speaker

2. Substitution and Cueing

3- Teaching Aural Comprehension

4- Some techniques used in the Language Development Project

5- Group Discussion
   5.1 Formative Evaluations

MATERIALS DISTRIBUTED:

1- Linguistic Problems of the Non-Standard Speaker
2- Substitution and Cueing
3- Summary of Principles of Teaching Aural Comprehension
4- F#7

October 1969

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

LANGUAGE DEVELOPMENT PROJECT

Eugene C. Gibney
Director

Theresa Rakow
Assistant Superintendent

GENERAL TIME GUIDE

1- 9:00-3:00 Day

One hour a day must be devoted to the Language Development Project. This can be broken into segments such as one half-hour in the morning and one-half hour in the afternoon, or into three twenty-minute segments.

2- Short Time Instruction

Fifty minutes is the minimum amount of time that can be spent on language development. Two twenty-five minute periods would fulfill the requirements of language development.

3- Kindergarten

At least forty minutes a day.

October 1969

BOARD OF EDUCATION OF THE CITY OF NEW YORK
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LANGUAGE DEVELOPMENT PROJECT

Eugene C. Gibney
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Deputy Superintendent

Mrs. Rose D. Risikoff
Executive Assistant

PROGRAM COORDINATOR ASSIGNMENTS

PS 180M	Mrs. Eleanor Mackelduff
PS 96M	Mrs. Eleanor Mackelduff
PS 102M	Mrs. Aida Mora
PS 17K	Mrs. Helen Spevack
PS 19K	Mrs. Helen Spevack
PS 175K	Mrs. Naomi Spielvogel
PS 156K	Mrs. Naomi Spielvogel
PS 396K	Mr. Bruce Landau

SPANISH-SPEAKING TEACHER ASSIGNMENTS

PS 102M	Miss Isabel Velez Miss Carmel Abreu
PS 19K	Mr. Arthur Nieves Mrs. Maria Gonzalez
PS 17K	Miss Filomena Fonte Miss Gladys Ramirez
PS 96M	Miss Juanita Aviles

October 1969

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BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

LANGUAGE DEVELOPMENT PROJECT

Eugene C. Gibney
Director

Dr. Seelig Lester
Deputy Superintendent

Mrs. Rose D. Risikoff
Executive Assistant

SCHEDULE OF MONTHLY MEETING
for
PROJECT COORDINATORS
and
SPANISH-SPEAKING TEACHERS

Project Staff will meet on the last Friday of each month in Room 625, 110 Livingston Street, Brooklyn, New York. Meetings will start at 9:30 AM sharp, and continue until 4:30 PM, with one hour for lunch. The dates are listed below:

Friday, October 31, 1969

Friday, November 21, 1969

Friday, December 19, 1969

Friday, January 30, 1970

Friday, February 27, 1970

Friday, March 20, 1970

Friday, April 24, 1970

Friday, May 29, 1970

Friday, June 26, 1970

The cooperation of all staff members is needed in order to make the best use of the time.

EUGENE C. GIBNEY
Director
Language Development Project

CC: Mrs. Rose D. Risikoff
Principals of Project Schools
Project Coordinators
Spanish-Speaking Teachers
District Superintendents

September 30, 1969

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

LANGUAGE DEVELOPMENT PROJECT

Miss Theresa G. Rakow
Assistant Superintendent

Eugene C. Gibney
Director

QUESTIONS AND ANSWERS

QUESTION #1

What is the Language Development Project trying to do?

ANSWER #1

The Language Development Project is trying to improve and speed up the language learning of selected children from Puerto Rico learning English as a second language and of other children having non-standard or sub-standard English speech patterns.

QUESTION #2

How much time is used to teach my child to speak correct English?

ANSWER #2

The regular classroom teacher should use one hour a day to teach and reinforce correct English language patterns. This amount of time can be broken up into smaller portions such as twenty minutes in the early morning, twenty minutes after lunch and another twenty minutes in the late afternoon.

QUESTION #3

What is different about the methods used by the teachers in the Language Development Project?

ANSWER #3

Teachers give correct models for the children to imitate. The language patterns are based on a science content and are therefore patterns that are common to all cultural groups.

Drill management is a basic technique which provides practice for the class as a whole, subgroups of the class such as girls and/or boys and individual

drill. This means that during a language lesson, there is active participation and practice for all the children, for groups of children and for the individual child.

Other techniques include transformation and cueing, referring to the child's experiences and providing language experience, verbal rewards, pronunciation practice and directed dialogue.

QUESTION #4

Will the project continue through the grades or will it be done this year and then discontinued?

ANSWER #4

At the present time, this project may be decentralized, in which case it will be the decision of the local District Superintendent and the local School Board. Each district will decide whether to continue and/or adopt the program for the children in their district. Information about the project is being sent to all school districts.

QUESTION #5

Is this Project being used only in New York City?

ANSWER #5

No, it is not. It was started in San Antonio, Texas, by the Southwest Educational Development Laboratory where it is now in its sixth year. It has been successful there with disadvantaged Mexican-American children. It is also being experimented with in California, Louisiana and Philadelphia, Pa.

QUESTION #6

Will this project help my child learn to read?

ANSWER #6

Children in the project are introduced to the correct English language patterns orally, first. They listen to and speak in the correct language until it becomes

a habit. Once this has been established, they begin to read the patterns they have been practicing orally. In this way, they are introduced to reading the language which is now familiar to them and it is believed that they will progress faster in reading around the third year. In other words, they will not be reading a language which is foreign to them. This fact alone should help to overcome and eliminate difficulties experienced by these children in beginning reading.

QUESTION #7

Is my child missing instruction in any subject because of the Language Development Project?

ANSWER #7

No, he is not. Your child is being taught science through the process approach. The emphasis in grade 1 and 2 is on observing, measuring and inferring. He is also being taught English at the same time. As a result, no time is being taken from other subject areas such as arithmetic. However, it is possible to use these areas to provide drill in the language patterns. Practice in the language patterns can be given through songs, rhymes and games.

QUESTION #8

Is the Language Development Project working with other schools in New York City?

ANSWER #8

Yes, we are. Eight schools in Manhattan and Brooklyn are involved with the project. In three Manhattan schools, grades 1, 2 and 3 are learning English this way. In Brooklyn, only grades 1 and 2 are involved because these five schools joined the project last year.

QUESTION #9

Why are some schools in the project teaching Spanish?

ANSWER #9

Research has shown that a person, who learns a concept or body of knowledge

through the use of two languages, understands what has been learned better than a person who learned it through the use of one language. Teaching the Spanish-speaking first-grader Spanish will provide him with a standard Spanish language pattern. If the child continues through the project for six years, he will be advanced in his learning of Spanish as well as English.

In a recent study by Dr. Arnold of the University of Texas, it was found that the children who were taught Spanish using the listening-speaking method, improved in their English vocabulary and comprehension. People who can speak and read two or more languages are in great demand today for good jobs. If the child can retain his Spanish language, it will benefit not only our country, but the child himself.

For the native English-speaking child, he will be taught the same way as the Spanish-speaking child. Instead of learning English as a second language, he will be learning Spanish as a second language and he, too, will be in demand.

QUESTION #10

Why should my child learn Spanish when I want him to learn to read English?

ANSWER #10

Dr. Arnold of the University of Texas found in a study of Mexican-American children that those who were taught Spanish through the project method gained in English vocabulary and reading comprehension better than those who were not. Experience indicates that those who study a foreign language learn more about their own language in the process.

QUESTION #11

How can I help my child?

ANSWER #11

You can help your child by praising him in his efforts to learn English or Spanish or both. You can speak with him and help him to practice his language

patterns at home. Practicing the correct patterns at home would be most helpful to your child.

QUESTION #12

Is it possible for parents to visit classrooms where the project is being taught?

ANSWER #12

Yes, it is. If your parent group would like to visit classrooms, contact your principal and/or Mr. Gibney, at 596-8940. Arrangements will be made for your visit so that you can see what we are doing.

BOARD OF EDUCATION OF THE CITY OF NEW YORK
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LANGUAGE DEVELOPMENT PROJECT

Theresa G. Rakow
Assistant Superintendent

Eugene C. Gibney
Director

PROJECT COORDINATOR:
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Carmen Abreu
Juanita Aviles
Filomena Fonte
Maria Gonzales
Arthur Nieves
Gladys Ramirez
Isabel Velez

VISITORS INFORMATION FORM

Name: Maria Matos

School: PS 17 Tel. No.: 782-1554

Title of Position: Education Organizer - Community Center #1

Date of Visit: December 2, 1969

Reason for Visit:

Observation on System

Classes and Teachers Visited:

Class 2 - Mrs. Fonte

Remarks or Inquiries:

Very well conducted and motivated. Children were interested and had great participation in class. I think the vocabulary is a little hard for second graders but they grabbed it very well because of teaching methods Mrs. Fonte used.

10/69

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VISITORS INFORMATION FORM

Name: Carmen Gloria Cruz de Rosa

School: PS 17 Tel. No.: 782-1554

Title of Position: Education Organizer-Community Center #1

Date of Visit: December 2, 1969

Reason for Visit:

Observation on System

Classes and Teachers Visited:

Class 2 - Mrs. Filomena Fonte

Remarks or Inquiries:

Class was very well conducted. The teacher used a good method of motivation. Class was very interesting. The material was appropriate to Spanish-speaking children. Included science and mathematics knowledge. The children have the opportunity to learn Spanish by repetition.

10/69

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Gladys Ramirez
Isabel Velez

VISITORS INFORMATION FORM

Name: V. Rev. Joseph Langdon

School: C. A. C. 1 Tel. No.: 782-9742

Title of Position: Education Specialist

Date of Visit: December 2nd, 1969

Reason for Visit:

To observe Spanish Class

Classes and Teachers Visited:

Grade 2, Miss Fonte

Remarks or Inquiries:

I was very impressed by the skill of this teacher and the excellent subject matter of class. Such classes are to the good of our Spanish-English children.

Rev. Joseph Langdon

10/69

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Filomena Fonte
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Gladys Ramirez
Isabel Velez

VISITORS INFORMATION FORM

Name: Marjorie Martus

School: The Ford Foundation Tel. No.: 573-4992

Title of Position: Program Officer

Date of Visit: 3/5/70

Reason for Visit:

To escort an English visitor

Classes and Teachers Visited:

1 Kindergarten

1 First Grade

Remarks or Inquiries:

BOARD OF EDUCATION OF THE CITY OF NEW YORK
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Filomena Fonte
Maria Gonzales
Arthur Nieves
Gladys Ramirez
Isabel Velez

VISITORS INFORMATION FORM

Name: JUNE DERRICK

School: Immigrant Project, Leeds University, England Tel. No.:

Title of Position: Organizer of Development Project

Date of Visit: March 5th, 1970

Reason for Visit:

To see American methods in use in schools with disadvantaged children, and in particular, to see language development work.

Classes and Teachers Visited:

K.

1.1

Remarks or Inquiries:

Extremely interesting to see the Spanish version and to see how this relates to the general curriculum.

10/69

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THERESA C. LAKOV
Assistant Superintendent

November 12,1969

Mr. Eugene Gibney
Director Language Development Project
110 Livingston Street
Brooklyn, New York

Dear Mr. Gibney:

I wish to extend to you my sincere thanks and appreciation. The opportunity you gave the Exchange Teachers from Puerto Rico, last Wednesday 5, 1969 in P.S. 102, Manhattan of visiting your project was a tremendous professional experience. The demonstration class given by Miss Abreu was really of great value to all of us. Also the orientation given by Miss Velez and Mrs. Mora gave us the whole idea of your program.

I had been looking forward to our visit to Miss. Abreu, but really it exceeded all expectations.

Thanks for permitting us this experience.

Yours very truly,

Felicita Díaz

FELICITA DIAZ
Coordinator Interchange Teachers from Puerto Rico

FD:em